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ABSTRACT

This annual report on vocational-technical education in Idaho is organized around five goals for the system that are part of a 5-year strategic plan. The report highlights exemplary programs, support groups, and student organizations that provide high quality educational experiences to the students they serve. The following goal-directed activities are reported: (1) promote economic progress in Idaho by meeting employer needs for training workers--business advisory committees, a consortium, short-term training, entrepreneurship programs, and business roundtable discussions; (2) provide students with foundation skills and personal capabilities--restructured secondary programs, vocational/academic integration, applied subjects, and vocational student organizations; (3) meet student needs for specific vocational training--secondary programs by district, postsecondary institutions, general descriptions, and postsecondary programs and options; (4) ensure access to vocational training in Idaho--efforts in vocational equity, counseling and guidance, service to populations with special barriers, school reform and restructuring, career information availability, Job Training Partnership Act funding, adult basic education, teen parenting programs, and articulation; and (5) revise the preparation and professional development of vocational instructors--teacher education, the Professional Development Advisory Council, and a summer conference. Summaries of the massive changes in the Carl D. Perkins Vocational and Applied Technology Education Act and the coordination efforts of the vocational-technical education system and other programs and agencies are also provided. (KC)

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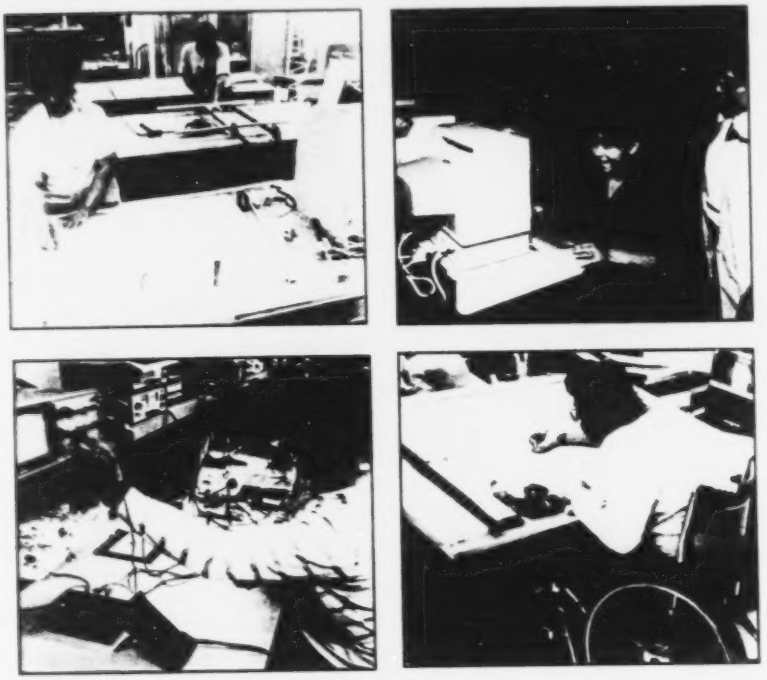
STATE OF IDAHO
VOCATIONAL-TECHNICAL EDUCATION
ANNUAL REPORT, FISCAL YEAR 1991



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State Board for Vocational Education

Vocational Education is governed by the State Board of Education, which in Idaho is designated as the State Board for Vocational Education.

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State Board of Education

Trudy Anderson
State Administrator
Division of Vocational Education

EDUCATION
has always meant opportunity.
Today, education determines not
just which students will succeed,
but also which nations will thrive
in a world united in pursuit
of freedom in enterprise.

President George Bush

April 18, 1991

TABLE OF CONTENTS

Message from the Administrator 3

Goal I: Promote economic progress in Idaho by meeting employer needs for trained workers 5
- Business advisory committees 5
- CAVES 5
- Short-term training 5
- Entrepreneurship programs 6
- Business/Roundtable discussions 7

Goal II: Provide students with foundation skills and personal capabilities 9
- Restructured secondary programs 9
- Vocational/Academic integration 10
- Applied subjects 10
- Vocational student organizations 12

Goal III: Meet student needs for specific vocational training 15
- Secondary programs by district 15
- Postsecondary institutions 16
- General program descriptions 16
- Postsecondary programs and options 18-19

Goal IV: Assure access to vocational training in Idaho 21
- Vocational equity 21
- Counseling and guidance 22
- Service to populations with special barriers ... 23
- School reform/restructuring 23
- Career information availability 24
- JTPA funding 25
- Adult Basic Education 25
- Teen Parenting Programs 26
- Articulation 27

Goal V: Revise the preparation and professional development of vocational instructors 29
- Teacher education 29
- Professional Development Advisory Council 29
- Summer Conference 30

Legislation and Coordination Activities 32
- Carl D. Perkins Vocational and Applied Technology Education Act 32
- Coordination efforts 33

Funding 34

Student enrollment 35

Support groups 36

Image building 36

Administrative staff and Postsecondary institutions ..... inside back cover

Message from the Administrator

Vocational-technical education is responsible for the occupational development of Idaho's workforce. Your state Vocational Education system provides an open door to citizens interested in preparing for the workplace.

Our mission is to improve the quality of life for Idaho . . . its citizens, its workforce, and its economy, by providing quality programs and training that meet the needs of a rapidly changing world.

Idaho's vocational-technical education system is guided by a five-year strategic plan adopted by the State Board for Vocational Education in 1987. The plan identified five major goals for Idaho vocational-technical education. This annual report focuses on the work accomplished between July 1, 1990 and June 31, 1991 to meet these specific goals:

Goal One: Promote economic progress in Idaho by meeting employer needs for trained workers.

Goal Two: Provide students with the foundation skills and personal capabilities required for occupational success in technical and skilled areas.

Goal three: Meet student needs for specific vocational training in selected occupations.

Goal four: Assure access to vocational training for all participant groups and individuals.

Goal five: Revise the preparation and professional development of instructors to meet the demands of the new goals for vocational education.

The report highlights exemplary programs, support groups, and student organizations that provide quality educational experiences to the students they serve. Summaries of the massive changes in the federal legislation and the coordination efforts of the vocational-technical system and other programs/agencies are also provided.

As we move toward the 21st century, Idaho's Vocational Education system will continue to contend with dramatic changes that affect the workforce in our state, our nation, and our world. We will remain firmly committed to providing Idahoans in every way possible, with the education and skills needed to develop their potential as skilled workers and contributing citizens.

Trudy Anderson, Ph.D.
State Administrator

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GOAL ONE:
PROMOTE ECONOMIC PROGRESS IN IDAHO BY MEETING EMPLOYER NEEDS FOR TRAINED WORKERS

Vocational Education's partnership with industry and business plays a vital role in Idaho's economy. In FY1991, that partnership's activities included advisory committees, a resource management consortium called CAVES, short-term training programs, entrepreneurship and small business management programs, and business-roundtable discussions.

Business Advisory Committees

In FY1991, advisory committees, industry representatives appointed by The State Division of Vocational Education (SDVE), provided expertise, support, and suggestions for the content of Idaho vocational programs. The advisory committees met with vocational educators and administrators to develop state-of-the-art curricula to train Idaho's workforce. Committee members designated the skills and proficiency levels needed for employment in different occupations.

Technical committees made up of employers from businesses, members of related trade or professional organizations, and members from organized labor when appropriate, establish the actual task lists to be included in the official state curriculum guide.

CAVES

CAVES, a consortium comprised of postsecondary vocational-technical institutions and SDVE, is a management structure designed to use resources efficiently for special programs and projects that extend beyond any single state educational planning region.

Member institutions strive to: develop innovative projects by combining resources, staff expertise, and/or curriculum; implement statewide projects, coordinating statewide plans with business, industry and other agencies; and provide program, funding, and location flexibility.

Vocational programs teach students skills that improve the quality of Idaho's workforce.

Short-Term Training

Apprenticeships

Statewide, 936 apprentices trained in 88 classes that included: electricians, plumbers, pipefitters, masonry workers, sheet metal workers, carpenters, arc welders, millwrights, and diesel/industrial mechanics.

In addition to classes, the following special apprenticeship activities were conducted:

— Potlatch Corporation's agreement with the International Woodworkers of America was based on the belief that existing maintenance personnel should be able to voluntarily achieve high wage levels. An apprentice and advanced journeyman

upgrade training program was provided to maintenance personnel for 45 employees at the company's plants in Lewiston, Bovill, Headquarters, and Pierce. This program trained them in advanced journeyman skills with on-the-job training, courses, and challenge testing.

— Lewis-Clark State College School of Technology sheet metal apprentice program was delivered to eight apprentices working at various Lewiston businesses.

— The Signatory-Carpenters Apprenticeship and Training Office in Pocatello requested assistance from Idaho State University School of Applied Technology for their apprenticeship program. Twenty-eight students enrolled and advanced at their own pace, covering specific areas where help was needed for jobs scheduled over the next year.

Upgrade Training

A total of 1,050 classes served 15,839 adults. A few examples of short-term, upgrade training include courses in: fish technology, nursing assistant, computer training, travel service, business English, food service, medical terminology, bookkeeping, refrigeration, welding, truck driving, childcare, cashier-checker, dental assisting, real estate license exam preparation, and radiation protection fundamentals.

Classes were held on the campuses of the six postsecondary vocational-technical institutions and outreach centers located in Caldwell, Eagle, Emmett, Homedale, McCall, Meridian, Mt.Home, Nampa, Payette, Weiser, Burley, Shelley, Soda Springs, Grangeville, Headquarters, Kooskia, Lapwai, Moscow, Orofino, Peck, Weippe, Coeur d'Alene, Sandpoint, Arco, Challis, Mackay, Rexburg, Rigby, Salmon and St. Anthony.

CAVES

Boise State University
School of Applied Technology

College of Southern Idaho
School of Vocational-
Technical Education

Eastern Idaho Technical
College

Idaho State University, School
of Applied Technology

Lewis-Clark State College
School of Technology

North Idaho College
School of Vocational-
Technical Education

State Division of Vocational
Education

Entry/Reentry Training Programs

In FY1991, 164 individuals were served in entry/reentry training programs. Training areas included: automated office training in McCall; a welding program for 12 veterans of the Sho-Ban Tribe; computer training to eight enrollees of the Older Worker Program at ISU School of Applied Technology on MS/DOS, Lotus 1-2-3, word processing and databases; workplace literacy training of reading comprehension and oral communication for 60 Pillsbury employees in Shelley; and forest firefighting training, in cooperation with the Forest Service, for 74 low-income residents of the Salmon area. This course trained people to fight forest fires during the peak fire season in the Intermountain West.

Car Care Clinics

Car care clinics sponsored by the Idaho Department of Water Resources' Energy Division were conducted from September through December, 1990. The clinics were funded by oil-overcharge moneys and were held at the six postsecondary vocational-technical institutions.

A total of 785 vehicles were inspected in regions I -VI.

Entrepreneurship Programs

The Farm Business Management Program

During FY1991 a full-time Farm Business Management program was initiated at Idaho State University with classes offered daily for first, second and third year programs. A record number of 91 people representing 55 farm families were enrolled, and many commuted hundreds of miles to attend classes.

The Farm Business Management program created a scholarship fund, built a new computer lab with donations from participants, businesses and

agricultural organizations, and was elevated to a course credit.

The Canyon County program served 10 farm families and rendered 688 hours of services. Participants received management training to develop the necessary skills to operate a farm in a professional manner. Instruction focused on subjects such as goals, records, and record keeping, orientation and use of the computer in management, inventories, decision-making, use of credit, cash flow, balance sheet/and income statements.

A dairy technology course in the Magic Valley area provided training in dairy management techniques common to commercial dairy operations to fill the demand for capable, educated employees who can understand new dairy technology.

The same course was also offered in Twin Falls to provide opportunities for Hispanics in the dairy industry. The program included employing a Hispanic program teaching-assistant part-time to recruit 5-10 Hispanics into dairy technology classes and to encourage these students to learn English through its use in the dairy industry.

Small Business Management

Seventy-one classes serving 800 participants were held in Regions II, III, V, and VI using the Program for Acquiring Competence in Entrepreneurship (PACE) and Senior Corp of Retired Executives (SCORE) curriculum. The goal of these classes is to educate small business owners and managers to exploit potential opportunities for success and avoid problems leading to business failures. In Region III, many of the small business training programs were delivered on Interactive Television.

A two-day seminar at Boise State University provided training in basic skills necessary to plan manufacturing facilities, with actual plant layouts done by the participants.

Business-Roundtable Discussions

The State Division of Vocational Education and the Idaho Vocational-Technical Education Foundation, Inc. hosted three business and industry roundtable discussions, in cooperation with Idaho's postsecondary vocational-technical institutions. Business and industry representatives, state legislators, and members of the State Board of Education discussed issues surrounding vocational and technical education in the decade of the 1990's.

The discussions reinforced studies from around the United States that confirm that people training for an occupation in today's market must develop good reading, computational, and communications skills along with specific technical knowledge. Comments from the meetings include: (1) students must be bright, capable and willing to learn; (2) academic and vocational education must work together; (3) skills such as trouble-shooting, reasoning and analyzing must be developed by applying basic skills to job situations; (4) students must develop better interpersonal skills; (5) students and employers will need to be better prepared in reading, writing, speaking -- all communication skills; (6) practical application of knowledge is essential -- those with applied skills will continue to become employed; and (7) students need to get quality vocational training while they earn their high school diploma.

Vocational Education used data collected at these meetings to update its long-range plans, prepare short-term training programs, and implement the new federal Carl D. Perkins Vocational and Applied Technology Act legislation.

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GOAL II:
PROVIDE STUDENTS WITH FOUNDATION SKILLS AND PERSONAL CAPABILITIES REQUIRED FOR SUCCESS IN THE WORKPLACE.

In FY1991, Vocational Education provided foundation skills to students through restructured secondary vocational programs, integrated vocational and academic instruction, and applied subjects. Vocational student organizations continued to help students develop leadership, planning, and team-work skills.

Restructured secondary programs

Instructional material for the **Business Technology** course accompanying the state guide was completed in FY1991 and was distributed to all existing programs. The course was designed for students who want to study marketing and business principles rather than office occupations. Smaller schools with one business education program can use the business technology class as an option. The course complements both disciplines and can be taught by a certified instructor from either program.

Technological advancements in the printing industry prompted Vocational Education to initiate revision of the **Printing/Graphic Arts** curriculum. Graphics-Design Technology, a support curriculum which provides desktop publishing and graphics design instruction, was also developed. Graphics-Design Technology can be taught by Industrial-Technology instructors and can be offered as a component of Business Education, Drafting, and Printing.

SDVE adopted an **Introduction to Technology** series, developed by the Mid-America Vocational Curriculum Consortium. Introduction to Technology will become the beginning course for all technology programs. During FY1991, 66 junior high/middle schools offered the Exploring Technology course. Exploring Technology courses were bolstered with the implementation of a 50 percent matching grant. An additional $80,000 was added to the budget to assist districts with this grant award process. An additional 90 high schools offered one or more of the following industrial technology courses: construction, communications, manufacturing, power/energy and transportation, drafting series, principles of technology, or graphic design technology.

Industrial Technology programs were assisted by the development of a competency guide in Aerospace Technology. A review committee also identified a competency guide for Computer-Aided Manufacturing. A Volume 2 Activities Guide was also completed and distributed to all Industrial Tech Arts teachers.

A **Business Systems Specialist** curriculum, which addresses a new emphasis in Business Education, follows the state curriculum guide and provides instructors with options for expanding current programs.

The learning style of most students is better suited to instruction delivered in a practical "applied" setting, like that of Vocational Education.

At the postsecondary level, Idaho State University's **Dental-Hygiene** faculty, assisted by the Dental-Assisting instructors, revised the statewide dental-assisting program curriculum in FY1991 to include six expanded functions and a basic fundamentals module. The faculty also conducted a train-the-trainer workshop for all postsecondary dental-assisting instructors to learn applications for new techniques and materials. The new curriculum is now offered at all six postsecondary institutions as a short-term program to upgrade dental-assisting personnel statewide.

Along with program restructuring, SDVE established a uniform **course identification system**. Using this management tool, college and university registrars can evaluate courses for college entrance. Within the state, the same identification system serves as a guide for vocational program approval.

Vocational/Academic Integration

During FY1991, SDVE funded demonstration projects in four school districts to integrate programs to be offered in FY1992. These programs will be models for integrating academic and vocational education. The participating districts were: Blackfoot (#55); Bonner County (#82); Lakeland (#272); and American Falls (#272).

Through projects like these, Vocational Education continues to encourage schools to integrate vocational and academic education.

Applied Subjects

Applied subjects flourished in FY1991 and were well-received by Idaho educators. SDVE and the Department of Education cooperate to promote these courses. Applied subjects like *Applied English for the Workplace* take traditional academic courses and add the practical or "applied" setting for its use. Studies on effective schooling reveal the value of integrating vocational and academic education because the learning style of students is better suited to instruction delivered in a practical setting. This research has been confirmed by the following increases in applied courses:

Principles of Technology (Applied Physics) has gained momentum as 21 schools offered the courses in FY1991 and the number of classes are increasing.

Applied Math I courses, offered at 60 schools, increased 41 percent above FY1990. This success prompted SDVE to purchase a second state membership in the Center for Occupational Research and Development (CORD) consortium. As a participating member, Idaho will offer the Applied Math II sequence.

Applied English for the Workplace inservice sessions are increasing to meet the demand for the courses. In June, 69 teachers participated in three one-week workshops held in different regions of the state.

Applied Biology/Chemistry, the most recent addition to applied subjects, is a curriculum developed by the Center for Occupational Research and Development (CORD) consortium that integrates biology and chemistry concepts and presents the material in the context of a job. It includes units of instruction in the areas of natural resources, water, nutrition, air and other gases, disease and wellness, and continuity of life. It is currently being field tested in four high schools, and it will be complete and ready to be implemented across the state in the fall of 1992. Schools in which the curriculum is adopted will be required to send a team of teachers to the summer teacher inservice activity that includes a science teacher and a home economics, health or agriculture teacher.

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Vocational Student Organizations

Idaho's eight vocational student organizations provide unique leadership training opportunities including parliamentary procedures, public speaking, community involvement, and awareness of the world of work. FY1991 chapter and membership figures for Idaho's student vocational organizations are as follows:

BPA- Business Professionals of America is an organization of students enrolled in business and office occupations programs at secondary, postsecondary and four-year institutions.

Number of chapters: 67
Number of members: 1506

DECA/DEC- Distributive Education Clubs of America (DECA) and Delta Epsilon Chi (DEC) are co-curricular vocational student organizations for the field of marketing at secondary and postsecondary levels respectively.

Number of chapters: 15
Number of members: 475

FFA- Future Farmers of America is the organization for students preparing for careers in the industry of agriculture. FFA activities and award programs compliment instruction in the agricultural science and technology curriculum by providing practical experience for students in the application of agricultural skills and knowledge.

Number of chapters: 77
Number of members: 3225

PASI- Postsecondary Agricultural Student Organization of Idaho is the organization for students enrolled in postsecondary agricultural technical programs which do not lead to baccalaureate degrees.

Number of chapters: 4
Number of members: 45

FHA/HERO- Future Homemakers of America/Home Economics Related Occupations is a student organization for young men and women in home economics and related occupations courses in public and private schools.

Number of chapters: 76
Number of members: 1,400

TSA- Technology Student Association is part of school industrial technology education programs and provides added dimensions to school/community activities.

Number of chapters: 63
Number of members: 178

VICA- Vocational Industrial Clubs of America offers leadership, citizenship and character development programs and activities to compliment skills training available in the public schools, and postsecondary vocational-technical institutions.

Number of chapters: 37
Number of members: 720

State and National Leadership Development Conferences

State and national student vocational organizations provide leadership development conferences each year. Members may attend workshops, business meetings, and competitive events. Officer candidate campaigns are conducted at the conferences. During FY1991, the following numbers of Idaho students and advisors attended leadership conferences:

STATE

Organization	Students	Advisors
BPA	825	-
DECA/DEC	305	85
FFA/PASI	1,000	31
FHA/HERO	552	-
TSA	107	-
VICA	379	-

NATIONAL

Organization	Students	Advisors
BPA	157	-
DECA/DEC	68	49
FFA/PASI	330	25
FHA/HERO	44	-
TSA	3	-
VICA	57	-

Joint Student Leadership Conference

Thirty-eight secondary vocational student officers attended a Joint Student Officer Leadership Training and Planning conference in Boise, August 1991. The conference trained student officers to: promote vocational education in their school, community, and student organization; apply communication techniques as individuals and in groups; demonstrate and appreciate the philosophies and programs of other student organizations; learn public-speaking techniques; and learn parliamentary procedures.

Student Day at the Legislature

To acknowledge Vocational Education Week, officers from each student organization and representatives from each postsecondary vocational-technical institution participated in a "day at the legislature." They attended legislative committees in session at the state capitol and were invited to a legislative luncheon sponsored by the State Council on Vocational Education. Officers also attended a proclamation signing by Governor Andrus. Andrus proclaimed Feb.10-16 as Vocational Education Week in Idaho.

Governor Andrus signs Vocational Education Week Proclamation

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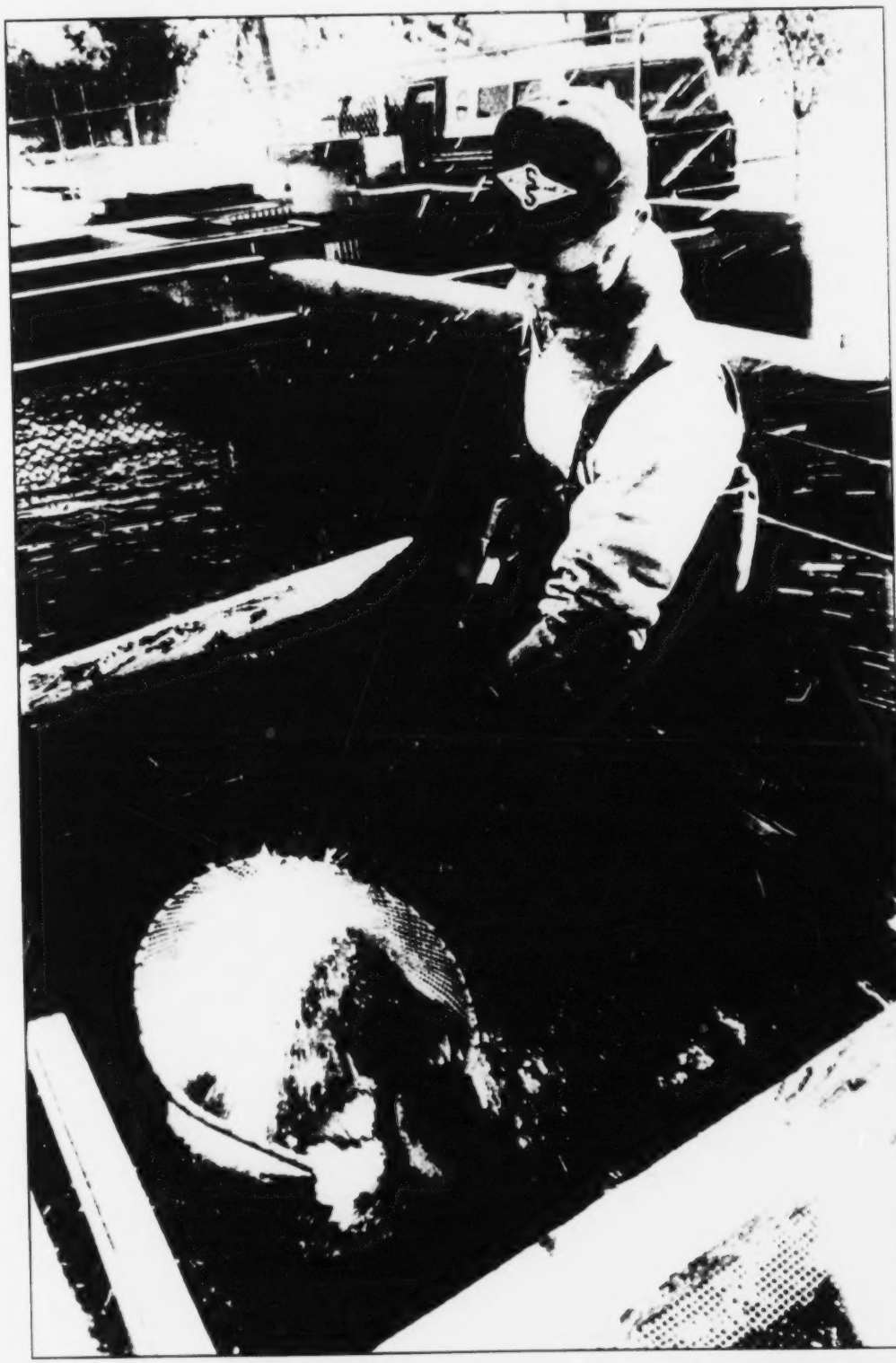

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GOAL III:
MEET STUDENT NEEDS FOR SPECIFIC VOCATIONAL TRAINING IN SELECTED OCCUPATIONS

During FY1991, vocational programs delivered specific skills, competencies, and support services necessary for students to enter one of the technical and skilled occupational fields.

Vocational-Technical Education serves Idaho citizens who work or desire to work in skilled and technical occupations. As the state's primary educational system for workforce development, vocational-technical education is a resource which contributes to the health of the state's economy and the prosperity of individuals and families.

Idaho's vocational-technical education programs are offered through the state's secondary schools and the six postsecondary vocational-technical institutions. In FY1991, 103 of the state's public school districts offered approved vocational programs.

Vocational programs were also offered through the Idaho State School for the Deaf and Blind, Youth Services Center and the Robert Janss School (Prison).

Districts providing secondary-level vocational programs are listed below:

Idaho offers a broad range of vocational programs that deliver the knowledge and skills students need to enter and succeed in the workforce.

The following school districts provide secondary-level vocational programs:

District Name	District #	District Name	District #
Aberdeen	58	Emmett	221
American Falls	381	Fairfield/Camas Co.	121
Arco/Butte County	111	Filer	413
Arimo/Marsh Valley	21	Firth	59
Bancroft/Snake River	52	Fruitland	373
Blackfoot	55	Garden Valley	71
Blaine Co.	61	Genesee	282
Bliss	234	Glenns Ferry	192
Boise	1	Gooding	231
Bonner Co.	82	Grace	148
Boundary Co.	101	Hagerman	233
Bruneau-Grand View	365	Hansen	415
Buhl	412	Hazelton/Valley	262
Caldwell	132	Homedale	370
Caldwell/Vallivue	139	Horseshoe Bend	73
Cassia Co.	151	Idaho Falls	91
Cambridge	432	Idaho Falls/Bonneville	93
Cascade	422	Jefferson Co.	251
Castleford	417	Jerome	261
Challis	181	Kamiah	304
DuBois/Clark County	161	Kellogg	391
Coeur d'Alene	271	Kendrick	283
Cottonwood	242	Kuna	3
Council	13	Lapwai	341
Craigmont/Highland	305	Leadore/So.Lemhi	292
Culdesac	342	Lewiston	340
Dayton/West Side	202	Mackay	182
Dietrich	202	Malad/Oneida	351

District Name	District #
Marsing	363
McCall/Donnelly	421
Melba	136
Meridian	2
Middleton	134
Midvale	433
Minidoka Co.	331
Montpelier/Bear Lake	33
Moscow	281
Mountain Home	193
Mullan	392
Murtaugh	418
Nampa	131
New Plymouth	372
Nez Perce	302
Notice	135
Orofino	171
Parma	137
Payette	371
Plummer/Worley	44
Pocatello	25

District Name	District #
Post Falls	273
Preston	201
Rathdrum/Lakeland	272
Rexburg/Madison	321
Richfield	316
Ririe	252
Rockland	382
Salmon	291
Shelley	60
Shoshone	312
Soda Springs	150
St.Maries	41
Sugar City/Sugar Salem	322
Terreton/West Jefferson	253
Teton Co.	401
Whitepine	286
Twin Falls	411
Wallace	393
Weiser	431
Wendell	232
Wilder	133

Postsecondary Institutions

Postsecondary vocational-technical programs are provided in six state regions. The postsecondary vocational-technical institutions offer more than 45 different programs on a full or part-time basis. These institutions also coordinate programs for adult upgrading and retraining, customized training, related instruction for apprentices, adult basic education, and services to displaced homemakers through the Centers for New Directions. Programs are provided on campuses, in outreach centers, or at industry locations.

General program descriptions

Vocational Education programs provide knowledge and skills for technical and skilled occupations that do not require a baccalaureate degree. Programs are delivered when and where they are needed to fill an employment demand. Consequently, some programs are delivered in numerous locations statewide, others are unique to a particular geographic area. Vocational Education at all levels is organized around the following programs of instruction:

Agriculture Science and Technology Education includes all of the industries directly involved in the production, processing, and distribution of farm products and their derivatives. Vocational education programs in agriculture involve skills and technical information related to all phases of the production of food and fiber. Programs include those that prepare men and women for occupations in animal production and care, agriculture business, agriculture industrial equipment and service, farm management, agricultural products processing, horticulture, and production agriculture.

Business Education programs provide opportunities for preparation in selected office occupations. Students are involved in a variety of activities, such as recording and retrieval of data, supervising and coordinating office activities, internal and external communication, and the reporting of information. Employment programs include data processing, accounting, and administrative support occupations such as legal and medical secretary.

Consumer Homemaking Education programs include the study of human development, nutrition and foods, textiles and clothing, manage-

ment of resources, and housing. Consumer homemaking programs prepare males and females for their roles as individuals and family members in addition to preparing students for the coordination of work and family life.

Occupational Home Economics prepares students for the field of professional child care, food service, fashion merchandising, or a combination of two or more home economic disciplines.

Health Occupations Education prepares persons to be safe, effective health care providers in a variety of settings including medical offices, hospitals, nursing homes, state institutions and private homes. Program graduates care for the sick and injured and provide information about disease prevention and health promotion in licensed and non-licensed occupations such as dental assisting, practical nursing, medical assisting, surgical technology, nursing assisting, respiratory therapy technology and dental laboratory technology.

Industrial Technology Education provides prevocational or pretechnical knowledge and skills. Programs emphasize the application of basic scientific principles and theories to the world of work, focusing on the processes of industry using tools and machines. Industrial technology programs provide a prevocational foundation upon which further education in vocational education may be developed.

Marketing Education involves the activities that direct the flow of goods and services including their appropriate use from the producer to the consumer. Vocational marketing education emphasizes the concepts by focusing on the activities of buying, transportation, storage, sales, marketing research, communications, finance, risk bearing, and promotion. Students gain skills for occupations in areas such as retailing, food and restaurant marketing, fashion merchandising, inventory control, and small business management.

Multi-Occupations Education is a cooperative vocational education program coordinating classroom instruction with employer-based training experiences in any vocational discipline. These programs provide an opportunity for schools, particularly in small communities, to offer vocational education with supervised employer-based training activities by using a variety of occupational areas reflected in the community.

Trade, Industrial and Technical Education includes a wide variety of occupations involved in the production, processing, assembling, testing, maintaining, servicing, and repairing of products or commodities. Programs provide instruction in basic manipulative skills and safety judgements and include related occupational information in mathematics and science necessary to perform successfully on the job. Vocational Trade and Industry programs prepare people for jobs in construction, plumbing, electrical, metal, electronics trades, mechanics, auto body repair, graphic occupations, and cosmetology.

Firefighter/Hazardous Materials Training Programs

Idaho relies heavily on the expertise of volunteers as well as paid firefighters. There are approximately 800 paid firefighters in 37 departments and 3,700 volunteers in 182 departments serving the cities and municipalities of the state.

Firefighters must have knowledge of the nature, physics and chemistry of fires, the combustion process, and the identification and handling of hazardous materials. Similar hazardous materials knowledge is needed by other first-response personnel. Training for firefighters frequently results in lower fire insurance premiums for local units of government.

In FY1991, 5,037 Idaho firefighters and hazardous materials emergency first-responder personnel participated in 236 training courses throughout the state.

A separate annual report of the Fire Service/Hazardous Materials Training program is available on request from the Division.

PROGRAMS AND OPTIONS

Program Title	Boise State University	College of Southern Idaho	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College
	Length of Program in Months					
Agriculture Education						
Agriculture bus. & mgmt.	-	9/18	-	-	-	-
Agricultural power & mach.	-	-	11/20	-	18	-
Aquaculture	-	9	-	-	-	-
Dairy technology	-	9	-	-	-	-
Horticulture	18	-	-	-	-	-
Farm & ranch mgmt.	-	12/24/36	-	20	-	-
Business and Office Education						
Busi.data Proc. & related programming	-	-	-	11/15/20	-	18
-Application programmer	-	-	-	*	-	-
-Programmer/operator	-	-	-	*	-	-
Business and office occ.	9/18	9/18	11/20	14	9/18	9
-Bookeeper/Accts.Clerk	*	*	*	*	*	-
-Secretary	*	*	*	*	*	*
-Medical secty.	-	-	*	*	*	-
-Legal secty	-	-	*	*	*	-
-Exec.secty	-	-	-	-	*	-
-Word proc. operator	*	-	*	-	*	*
-Word proc./off.automation	*	*	*	-	*	-
-Clerk typist/recept.	-	-	*	*	-	*
-General office technology	*	*	*	-	-	-
-Computer applications	-	*	-	-	-	-
-Inform.specialist	-	-	-	*	-	-
-Medical records technician	-	-	-	*	-	-
-Admin.medical asst.	-	-	-	*	-	-
-Medical. transcriptionist	-	-	-	*	-	-
Legal assisting	-	-	-	-	9/18	-
Marketing and Management						
Marketing & mgmt.	18	9/18	9	11/20	9/18	-
-Hotel/motel	-	*	-	-	-	-
-Fashion mgt.merch.	-	*	-	-	-	-
-Retail merchandising	-	*	-	*	-	-

Program Title	Boise State University	College of Southern Idaho	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College
	Length of Program in Months					
Food & marketing/mgmt.	-	-	-	*	-	-
-Mid-management	-	*	-	-	-	-
-Distribution	-	-	-	-	*	-
-Hospitality/service	-	-	-	*	-	-
-Hospitality/mgmt.	-	-	-	*	-	-
-Law enforcement leadership	-	-	-	*	-	-
-Office leadership	-	-	-	*	-	-
-Bus. systems repair leadrship	-	-	-	*	-	-
-Cosmetology entrepreneurship	-	-	-	*	-	-
Hospitality/recreation mktg	-	-	-	-	9/18	-
Health Occupations Education						
Dental assistant	9	-	9	-	-	-
Dental lab techn.	-	-	-	11/20	-	-
Surg. technology	9	-	-	-	-	-
Practical nurse	11	11	11	11	-	11
Respiratory therapy techn.	12	-	-	-	-	-
Medical assistant	-	10	-	-	-	-
Pharmacy assistant	-	-	-	-	-	9
Home Economics Education						
Child dvlpmt., care/guidance	18	11/18	23	-	18	-
Food service	9/18	-	-	2-11	-	10
-Culinary assistant	-	-	-	*	-	-
-Hospitality assistant	-	-	-	*	-	-
-Fry cook	-	-	-	*	-	-
-Dinner cook	-	-	-	*	-	-
-Assistant food mgr.	-	-	-	*	-	-
Trade/Industrial and Technical Education						
Aircraft mechanics	-	-	-	9/11/20	-	-
-Air frame	-	-	-	*	-	-
-Power plant	-	-	-	*	-	-
-Power plant and airframe	-	-	-	*	-	-
Automobile body repair	11	9/11/20	-	14	9/18	10
-Advanced unibody repair	-	*	-	-	-	-

* = Options within approved programs (areas of specialization within approved programs are not shown)

\+ = Degree includes combination of two or more programs.

Program Title	Boise State University	College of Southern Idaho	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College
	Length of Program in Months					
+Automated industrial techn.	20	-	-	-	-	-
Automotive mechanics	11	24	14/20	14	9/18	11
Auto parts distribution	-	-	-	-	9	-
Bus. machine repair	9/18	-	-	11	-	-
Carpentry	-	-	-	-	-	10
Chemical technology	-	-	20	-	-	-
Civil technology	-	-	-	18	-	-
Cosmetology	-	-	-	2/14	-	-
-Nail sculpturing	-	-	-	*	-	-
Diesel engine mechanics	11	11/20	18/23	11-20	18	11
-Truck	-	*	-	-	-	-
-Tractor	-	*	-	-	-	-
-General diesel	-	-	-	*	-	-
-Diesel electric techn.	-	-	-	*	-	-
Drafting	18	11/20	-	4-20	9/18	18
-Machine drafting	-	-	-	*	-	-
-Design drafting techn.	-	-	-	*	-	-
-Electromechanical	-	-	-	*	-	-
-Integrated circuit design	-	-	-	*	-	-
-Civil engineering	-	-	-	-	*	-
-Mechanical design	-	-	-	-	*	-
Electricity	-	-	-	11	-	-
Electromechanical tech.	-	-	-	20	-	-
Electronic RF/telecom tech.	-	-	-	20	-	-
Electronic technology	18	11	11/18	27	9/18	18
-Digital service techn.	-	*	-	-	*	-
-Electronic service techn.	-	-	*	-	-	-
-Radio communication	-	-	-	-	*	-
-Computer sys. analysis/repair	-	-	-	-	*	-
-Video systems repair	-	-	-	-	*	-
Fire control and safety tech.	18	18	18	18	18	-
Graphic and printing commun.	-	-	-	9/14	18	9/18
-Offset printing	-	-	-	*	*	-

Program Title	Boise State University	College of Southern Idaho	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College
	Length of Program in Months					
-Typesetting and pasteup	-	-	-	*	-	-
-Color stripping	-	-	-	-	*	-
-Photo offset printing	-	-	-	*	-	-
-Phototypesetting & pstup.	-	-	-	*	*	-
Hazardous materials techn.	-	-	18	-	-	-
Heating, air cond. and refrig. mechanics	9	11/20	-	-	-	9
Indust. mach. maint. & repair	9	-	-	-	-	11
+ Industrial environ. tech.	18	-	-	-	-	-
Industrial production techn.	18	-	11/20	-	-	-
Instrumentation technology	-	-	-	20	-	-
Law enforcement	-	6	-	9	-	6/18
Laser electro-optic tech.	-	-	-	20	-	-
Line worker	9	-	-	-	-	-
Machine shop	18	-	-	18	-	18
-General machinist	-	-	-	*	-	-
-Machine tool operator	-	-	-	*	-	-
Major appliance repair	-	-	-	-	9	-
Marine mechanic	-	-	-	-	-	10
Millwork and cabinetmaking	-	11/18	-	-	-	-
Quality control technology	-	-	11/20	-	-	-
Radiation safety techn.	-	-	9/20	-	-	-
Security services	-	-	9	-	-	-
Residential construction	9	-	-	-	-	-
Small engine repair	9	-	-	-	-	-
Truck and bus driving	10wks	-	-	-	-	-
Upholstering	-	-	-	14/18	-	-
-Furniture uphols.	-	-	-	*	-	-
-Auto uphols.	-	-	-	*	-	-
Water/wastewater techn.	11	-	-	-	-	-
Welding	11	11/20	14	9/18	18	10
-Machining technology	-	-	-	-	*	-

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GOAL IV:

ASSURE ACCESS TO VOCATIONAL TRAINING FOR ALL PARTICIPANT GROUPS AND INDIVIDUALS

Idaho's open-door to Vocational Education was advanced in FY1991 in the areas of vocational equity, guidance and counseling, service to populations who have special needs, career information (CIS), JTPA funding, adult basic education, teen parenting programs, and improved articulation agreements. In addition, Vocational Education is playing an important role in school reform/restructuring.

Vocational Equity

Vocational equity grants provide funds for the development of vocational programs, services and activities which eliminate gender bias and stereotyping in vocational education and encourage diversified enrollments. Special attention goes to programs that encourage women to enroll in programs that prepare them for high wage, technical or non-traditional careers.

Sex equity grants are awarded on a competitive basis. Eighteen projects were funded in FY1991. Five projects were funded at the secondary level (at approximately $19,000) and thirteen at the postsecondary level (at approximately $143,000)

Projects funded at the secondary level were in the area of career counseling, recruitment, and non-traditional careers workshops. At the postsecondary level, equity grants were combined with single parent/homemaker grants to provide non-traditional career counseling, workshops, financial incentives, and recruitment efforts to single parents and displaced homemakers. Additional projects funded were:

1. The Idaho Hispanic Women's Conference;
2. GESA (Gender/Ethnic Expectation and Student Achievement) training for secondary vocational instructors;
3. A summer on-campus workshop for secondary students;
4. Me-Too Career Choices; and
5. Breaking Out (a statewide equity newsletter).

In order to receive an equity grant, a program must have an advisory committee made up of representatives from local businesses, community organizations and education agencies. Advisory committees provide suggestions, support and strategies for improving programs.

Single parents and displaced homemakers receive services through a network of service centers called "Centers for New Directions." The centers are located on the campuses of the six postsecondary vocational-technical institutions. They provide: personal, career and educational counseling; assessment and testing; life skill development; skills training; pre-employment and pre-training preparation; and support services. Outreach designed to locate and serve rural single parents and homemakers who cannot attend on-campus activities are also provided through the centers.

Vocational equity programs encourage women to enroll in programs that will prepare them for high-wage, technical, or non-traditional courses.

Idaho Centers for New Directions

SW Center for New Direction
School of Applied Technology
Boise State University
1410 University Drive
Boise, Idaho 83725

Center for New Directions
BSU/Canyon Co. site (outreach)
2407 Caldwell Blvd.
Nampa, Idaho 38651

Center for New Directions
School of Vocational-Technical Education
College of Southern Idaho
P.O.Box 1238
Twin Falls, Idaho 83301

Center for New Directions
Eastern Idaho Technical College
Student Services
1600 S. 2500 E.
Idaho Falls, Idaho 83401

Center for New Directions
School of Applied Technology
Idaho State University
RFC Complex
Pocatello, Idaho 83209

Center for New Directions
School of Technology
Lewis Clark State College
Learning Center
Lewiston, Idaho 83501

Center for New Directions
School of Vocational-Technical Education
North Idaho College
1000 West Garden
Coeur d'Alene, Idaho 83814

— The Centers for New Directions sponsored 400 activities and more than 2,000 individual counseling services.

— A total of 3,284 single parents and homemakers were served through individual counseling services and center-sponsored activities. Of the single parents and homemakers served, 779 entered the labor market and 809 entered training.

— Each Center was awarded a Vocational Equity grant to provide pre-vocational training and/or financial incentives for participants to enter a non-traditional vocational-technical education program.

— The Centers coordinated activities with other local service providers (e.g., Health and Welfare, Job Service, private industry councils, etc.) to avoid duplicating efforts.

— Several centers were awarded grants from Health & Welfare to provide job-readiness training to welfare clients who were participating in the new Job Opportunities and Basic Skills (JOBS) program.

— Three Centers expanded service to clients by using graduate Counseling students. Clients and students can benefit greatly from this effort: more clients receive personal and career counseling and students gain real-life experiences.

Counseling and Guidance

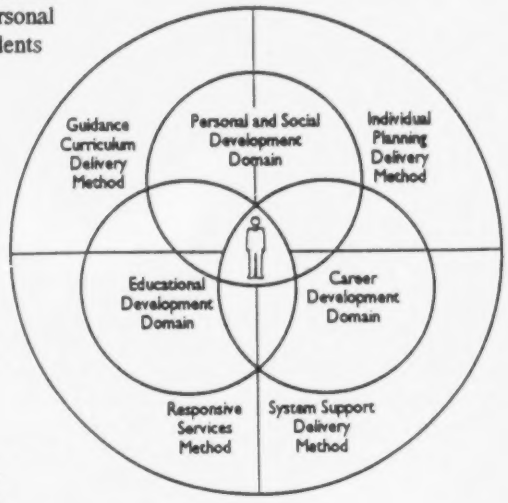
The Idaho Comprehensive Guidance and Counseling Program Model is the state's official counseling guide for school counselors and administrators.

Adopted in 1988 by the State Board of Education, the Idaho Comprehensive Guidance and Counseling Program helps administrators and counselors take a proactive approach to guidance activities such as career counseling in the classroom as well as for individuals, providing scholarship information to students schoolwide, and collecting data on students' needs and outcomes.

Initially, the Idaho Comprehensive Guidance Project began at pilot district sites: St. Maries(# 41); Bonner County (# 82); Moscow (# 281); Kamiah (# 304); Wilder (# 133); Nampa (# 131); Cassia County (#151); Wendell (# 232); Shelley (# 60); Aberdeen (# 58); Bonneville (# 93); and Sugar-Salem (#322).

Successful use of the program in FY1990 prompted SDVE to select 12 more school districts to begin using the program in FY1991: Kellogg (# 391); Lapwai (# 341); Kendrick (# 283); Middleton (# 134); Caldwell (# 132); Kuna (# 003); The Idaho School for the Deaf and the Blind; Minidoka (# 331); Kimberly (# 414); Pocatello (# 25); Salmon (# 291); and Butte County (# 111).

SDVE conducted orientation workshops in October, 1990 for counselors and administrators new to the program. And, counselors and administrators from the 24 schools districts presently using the program



attended inservice conferences in May and June, 1990.

Twelve additional districts have been selected to begin developing their local guidance programs in FY1992.

Service to populations with special barriers

Division activities have changed the way vocational-technical education serves minority students. There are new opportunities to restructure programs through Carl Perkins IIC projects at the secondary and postsecondary level.

Hispanics

The State Board of Education appointed a Task Force on Hispanic Student Participation in Vocational Education in FY1990. The Task Force outlined goals and timetables for improving vocational education for Hispanic students.

On the recommendation of the Hispanic Drop-Out Prevention Task Force, two demonstration projects were developed: the Drop-Out Prevention Program in Wilder, and the Nampa High School Hispanic Parental Involvement Project. The Drop-Out Prevention Program was sponsored by the Wilder School District and the Southwest Private Industry Council. The Parental Involvement Project was sponsored by the Nampa School District, the Idaho Migrant Council, and the Center for Employment Training.

Because of these two projects, Hispanic students and parents are more involved in the educational process and career planning.

As a direct result of the successful recommendations, studies, and projects of the previous year's activities, the State Board of Education appointed a second Task Force on Hispanic Education K-12 and higher education in FY1991.

Vocational education has developed a stronger working relationship with the CBOs (Community-Based Organizations) involved with each of the projects and is planning to build on the success of the partnerships and the project models that have been funded by expanding vocational education's efforts statewide over the next two to three years.

CBO Project

Idaho's participation in the National Community-Based Organization Consortium continues to enhance efforts at increasing Hispanic participation in vocational education programs.

Native Americans

Vocational education is in the process of establishing goals for improvement of services to Native Americans and will be convening a special Task Force for this purpose during FY1992.

School Reform/Restructuring

During FY1991, a representative from the State Division of Vocational Education (SDVE) was appointed to the Steering and Evaluation Committee, which is charged with developing a strategic plan for Idaho public school reform.

In addition, a member of SDVE was appointed to serve on the Goals and Testing Commission, which is charged with designing an outcome-based assessment system.

Career information availability

The Idaho Career Information System (CIS) is a primary source of career information that helps people in Idaho plan their careers and seek work. The system contains state and local information about occupations, related education and training programs available, and the schools that offer those programs. In addition, there is nationally compiled military, postsecondary school, and financial aid information in the system. Each year, more than 40,000 people use CIS at 225 sites throughout Idaho.

During FY1991, CIS staff reviewed and updated its occupational information including the wages, employment and projected outlook for almost 300 occupational descriptions. CIS staff surveyed Idaho's postsecondary institutions and updated each school's general and program information. CIS added a computerized sorting program that allows users to answer questions and generate lists suited to their interests and characteristics, and increased the number of scholarship sources accessible to users on the system.

CIS helped conduct seven regional counselor workshops to discuss counselor-related issues and new enhancements to the system. More than 300 counselors attended the one-day training sessions conducted throughout Idaho.

CIS helped schools integrate career information into classroom activities by participating with 18 schools in a project to write curriculum using the system. These units, when completed, will be distributed statewide to help school districts implement the Idaho Comprehensive Guidance and Counseling Program Model.

In FY1991, CIS increased its focus on delivering career information on microcomputers. One hundred seventy-five of the 225 sites using CIS chose Micro-CIS, the fully computerized version of the system. In addition, approximately 40 sites used CIS on a network of computers in the classroom.

JTPA Funding

JTPA (Job Training Partnership Act) 8 percent State Education and Coordination funds, administered by SDVE, provide programs that serve statewide populations. JTPA uses Coordination funds to implement education and training services.

Projects funded with 8 percent Education Funds in FY1991 included the following:

— **The Alcohol Rehabilitation Association, Inc.** provided job-related and personal counseling, job-seeking skills instruction, and job development, referral and placement activities for 49 JTPA-eligible adults and youth recently treated for alcoholism and other drug dependencies.

— **The Department of Correction** provided job-seeking, job-keeping and work maturity skills instruction; GED tutorials, remedial education, high school diploma instruction; and placement services for 1,215 JTPA-eligible adults and youth through the Robert Janss School. Instruction was provided at the Idaho State Correctional Institution, Boise; South Idaho Correctional Institution, Boise; North Idaho Correctional Institution, Cottonwood; Idaho Correctional Institution - Orofino; District IV Probation and Parole; and Community Work Centers in Boise and Nampa.

— **CAVES**, a consortium comprised of postsecondary vocational-technical institutions and SDVE, provided funding to refer 254 JTPA eligible adults and youth into existing full and part-time vocational-technical programs. Group training projects operated through CAVES served 81 participants.

— In cooperation with the Department of Employment, CAVES and JTPA 8 percent funds provided additional services to students in the Twin Falls Teen Parent Program and to at-risk youth in Region I. The additional services included work experience, vocational exploration, on-the-job training, tryout employment, skills training, and correspondence courses. The South Central Idaho Private Industry Council and the North Idaho Private Industry Council provided JTPA funds for Department of Employment staff who provide career counseling, assessment, job seeking skills and job development for these programs.

Placement services were provided to all participants.

Other JTPA Funds

The postsecondary vocational-technical institutions were a major service provider for other JTPA funds including Title II/A (Adult and Youth Program,) 3 percent Set-Aside (Older Workers,) Title III (Dislocated Workers, and Title IV/C (Veterans).

Numbers of Participants Served With Other JTPA Funds

Skills Training:	1,139
Title II/A and 3 percent	612
Title III	475
Title IV/C	52

Adult Basic Education

Adult Basic Education (ABE) and **General Educational Development (GED)** deliver reading, writing, and computational skills to Idaho adults. Through an agreement between the Department of Education and SDVE, ABE and GED services are provided at ABE Centers, located at postsecondary vocational-technical institutions.

In FY1991, ABE served 10,215 students. Of these, 47 percent were between the ages of 16-24; 44 percent were between 25-44, eight percent were between 45-59 and one percent were 60 and older. An estimated 82 percent (8,407) of these adults and youth were functioning below the ninth grade level in at least one of the basic skills of reading, writing, or computation.

1,720 students passed the GED battery of five tests and 814 of those students earned their high school-equivalency diploma in FY1991. ABE also coordinated or administered JTPA youth programs, displaced worker programs, workplace literacy, and Amnesty English Literacy projects for an additional 2,000 students. Funding sources for these students came from other sources, so they were not included in the total ABE count. Since ABE counts only those participants with a minimum of 12 hours of attendance, its total numbers do not include 2300+ adults who received services but did not acquire the minimum 12 hours.

ABE conducted outreach activities in 70 communities. Thirty-seven percent (3,741) of the total number of students were served in small communities or correctional facilities. The length of instruction at outreach sites varied from as little as once a week to several sessions per week, according to the number of students and the resources available. ABE Centers have opened full-time satellites in areas where larger numbers of potential students are located.

The statewide ABE system has been designated the sole provider by the Department of Health and Welfare for delivery of basic skills instruction for participants in the Welfare Reform Act's JOBS program.

FY1991
Adult Basic Education
Outreach Programs

Region I
- Athol
- Bonners Ferry
- Kellogg
- Osburn
- Priest River
- Rathdrum
- Sandpoint
- St. Maries

Region II
- Dept. of Correct (Cottonwood and Orofino)
- Grangeville
- Kooskia
- Moscow
- Orofino

Region III
- Ada County Jail
- Boise YWCA
- Dept. of Correct
- Caldwell
- Emmett
- Fruitland
- Garden City Library
- Glenns Ferry
- Grandview/Bruneau
- Homedale
- Mountain Home
- Nampa
- New Meadows
- New Plymouth
- Parma
- Payette
- Weiser
- Wilder

Region IV
- Buhl
- Burley
- Declo
- Gooding
- Hailey
- Heyburn
- Jerome
- Kimberly
- Oakley
- Rupert
- Twin Falls Correctional Facility
- Wendell

Region V
- Aberdeen
- American Falls
- Blackfoot
- Fort Hall
- Grace
- McCammon
- Malad
- Montpelier
- Pocatello Jail
- Preston
- Shelley
- Snake River
- Soda Springs
- Westwood Mall P.O.

Region VI
- Arco
- Ashton
- Challis
- Driggs
- Dubois
- Leodore/Lemhi
- May
- Mud Lake/Terreton
- Rexburg
- Rigby
- Roberts
- Salmon
- St. Anthony
- Sugar City

Teen Parenting Programs

Four hundred seventy-eight (478) teen parents were served at 11 Teen Parenting Programs throughout Idaho during FY1991.

In Idaho, Carl Perkins Single Parent funds are combined with other state and local funding sources to support teen parenting programs through local school districts. Each program is designed to meet the needs of its students and community. Local support is critical to the success of these programs since state and federal funding is limited. Teen parenting program grants are awarded on a competitive basis and are used for start-up purposes only. Programs can apply for Single Parent funds for up to three years (second and third year funding levels are reduced.)

Teen parenting programs are designed to help students reach three major goals: (1) obtain a high school diploma; (2) develop employability skills; and (3) develop appropriate parenting skills. In addition, child care must be provided under a professional, licensed child care provider. The child care center must also serve as a learning laboratory for the teen parents. In order to be funded, programs must provide these services.

In every program, a Vocational Home Economics instructor is involved in the design and implementation of the teen parenting program.

In FY1991, startup monies were allocated to support four new teen parent programs. Monies were also used to fund the Teen Parenting Curriculum Development Project. All Teen Parenting programs receive Consumer and Homemaking funds.

Projects funded in FY1991 include:

— **"Mother-to-Mother"**, a peer counseling model at Canyon Alternative Education Center, Nampa School District No. 131, was designed to teach selected teen parents how to help others with personal, academic and health-related problems.

— **Idaho Falls Teen Parent Program**, Idaho Falls School District #91, serves students from three high schools: two comprehensive daytime high schools and one evening alternative school. It is designed to provide the support necessary for teen parents to stay in school, and earn their high school diplomas.

— **Meridian Academy Teen Parent Program**, Meridian School District No. 002. The project's purpose is to: (1) recruit back into school students who have dropped out of school, (2) provide on-site childcare for teen parents with a child development class, and (3) provide work readiness skills through a variety of avenues, including emphasis on the basic skills, work orientation classes, industry mentors, and work experience.

— **Basic Skills Remediation with Computer-Assisted Instruction**, Pocatello School District. This project provides computer-assisted instruction in the basic skill areas of mathematics, communications, and technology for teen parents who need remediation.

Teen Parenting Enrollments

Place	Name of Program	Students* served	Type of Program
Coeur d/Alene	Teenage Parenting Skills	41	Alternative School Public School
Caldwell	Teen Parenting	62	Alternative School
Boise	Booth Memorial	90	Alternative School
Nampa	Teen Parenting	60	Alternative School
Pocatello	Teen Child Care	35	Alternative School
Twin Falls	Magic Valley Teen Parent Program	60	Alternative School
Idaho Falls	Teen Parenting Program	58	Public School Alternative School
St. Maries	Teen Parenting Program	6	Public School
Sandpoint	Teen Parenting Program	37	Alternative School
Meridian	Teen Parenting Program	27	Alternative School
Blackfoot	Teen Parenting Program	36	Alternative School
Totals		478	

* Note: These numbers reflect students actually enrolled in a home economics class dealing with Teen Parenting. The programs also provide services to additional students who may have been enrolled the previous year.

— **Teen Parent Program, St. Maries High School.** Southlake Special Services. This project provides supportive services to teen parents and parents-to-be to enable them to stay in school or return to school and gain work-related skills that will prepare them for future employment.

Articulation

Vocational Education is placing a major emphasis on articulation. Articulation is the coordination of secondary and postsecondary occupational training to eliminate duplication of coursework. Articulation may be vertical or horizontal. In *vertical* articulation, students may move from one program *level* to another. In *horizontal* articulation, students may move from one program *area* into another.

The new emphasis on **Tech Prep,** defined by Carl Perkins legislation, includes a four-year articulation process between secondary and postsecondary programs. Vocational-technical programs designated as "Tech Prep" are characterized by: (1) strong career guidance, beginning in middle/junior high school; (2) planned secondary/postsecondary collaboration; (3) an executive committee and operational committee drawn from secondary and postsecondary officials; (4) academics taught in an applied setting; (5) technical specialization that gradually becomes more focused, particularly at the postsecondary level; and (6) strong business involvement with representatives from local firms serving on Tech Prep committees, helping to validate curriculum, and encouraging student participation in the program.

Similar agreements may be used for both Tech Prep and articulation projects, but the four-year sequence is required in the Tech Prep model.

An articulation feasibility study, conducted by BSU's School of Applied Technology, modeled business education programs. Similar studies are underway at the remaining postsecondary institutions.

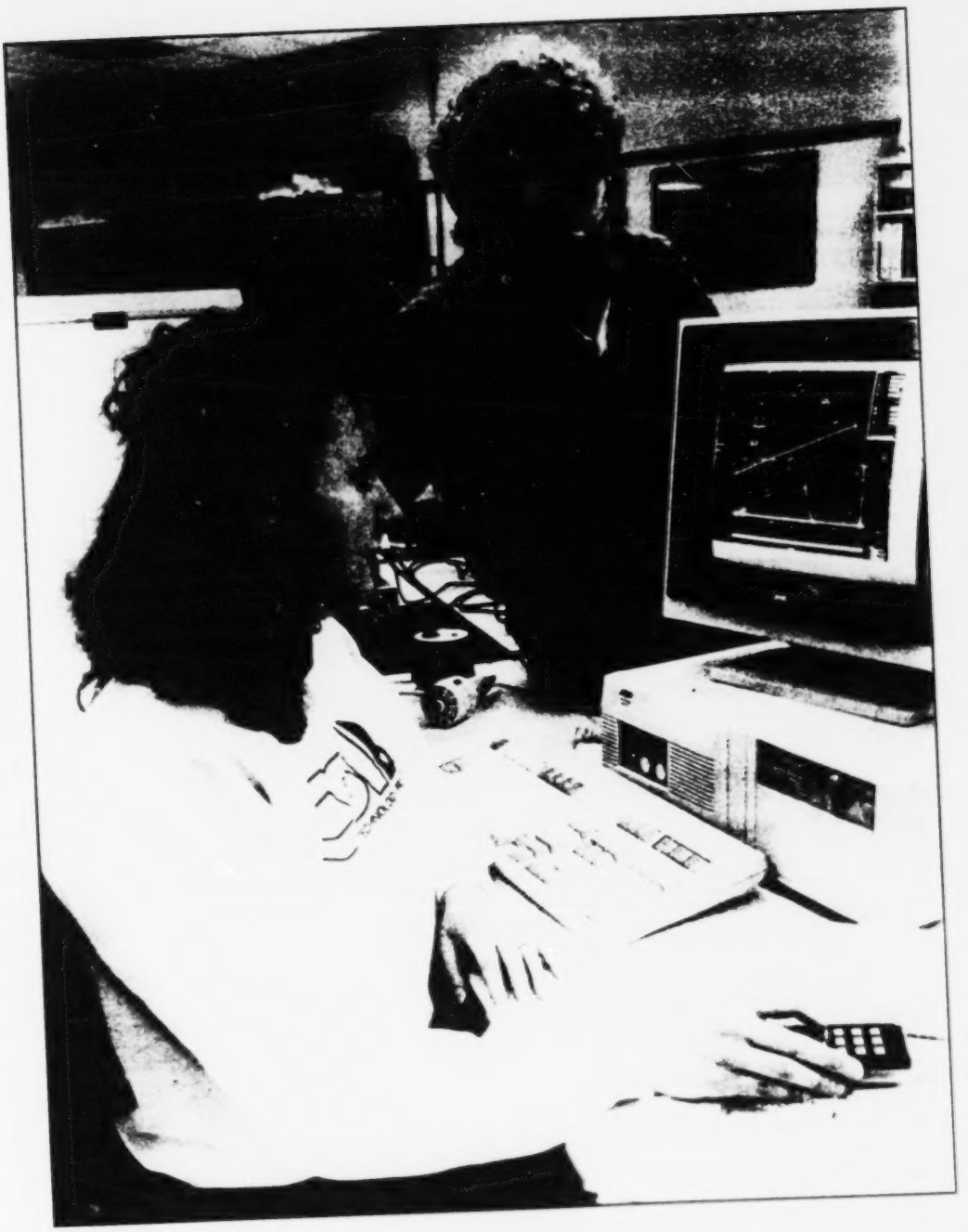
Drafting and Precision Machining Technology as well as Welding and Auto Mechanics have elements of articulation programs, however, no state standard has yet been established.

Vocational Education purchased an articulation computer program that can process information needed at secondary and postsecondary levels. For example, by using the program, a high school can identify vocational education tasks in its programs that can be matched with those taught at college level. Students benefit by not having to repeat coursework at the postsecondary level. This program will be shared statewide with high schools and postsecondary institutions.

These activities are examples of coordinated efforts among high schools and postsecondary institutions:

Equipment Mechanics and Dental Assisting in Idaho Falls - Credit earned in the Mechanics program can be transferred into related mechanics programs at Eastern Idaho Technical College, and dental students are eligible for employment after successful completion of the program.

Idaho State University Students from secondary school districts can enroll in Precision Machining, Drafting, Welding and Auto Mechanics at the School of Applied Technology.



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GOAL V:
REVISE THE PREPARATION AND PROFESSIONAL DEVELOPMENT OF INSTRUCTORS TO MEET THE DEMANDS OF THE NEW GOALS FOR VOCATIONAL EDUCATION

In FY1991, Vocational Education stressed the importance of well-prepared vocational instructors through teacher education, the professional development advisory council, and the annual vocational Summer Conference.

Teacher education

The preparation of vocational teachers is an important responsibility of Vocational Education. Vocational teacher education includes preservice programs and inservice activities; and, in Idaho, the two institutions that deliver vocational teacher education are The University of Idaho and Idaho State University. Preservice teacher education prepares beginning vocational teachers for employment at the either the secondary or postsecondary level, while inservice activities provide upgrade training to established vocational teachers.

Statewide vocational inservice activities are the result of collaborative efforts of SDVE and the vocational teacher education institutions. Inservice activities focus on school reform issues in order to address the professional development needs of secondary and postsecondary vocational teachers.

During FY1991, vocational guidance and counseling activities were expanded. In addition, special inservice courses were designed to prepare instructors to teach the state recommended Industrial Technology curriculum.

The number of vocational instructors who completed a science endorsement increased. Science endorsement qualifies an instructor to teach specific vocational courses which earn science credit.

During FY1991, vocational education continued to fund Teacher Induction programs in agriculture and home economics. The teacher induction programs have been successful in helping beginning and returning vocational teachers as they transition into the classroom and into the total school community. These programs work in cooperation with the statewide mentoring program for first year teachers.

Vocational instructors are prepared to integrate vocational and academic education in the classroom.

Professional Development Advisory Council

The Professional Development Advisory Council (PDAC) met four times during FY1991. The council drafted and presented short-term recommendations to the state administrator. On the advise of the administrator, PDAC developed a booklet, *Professional Development Planning for Vocational Education Personnel.* This booklet was the culmination of the PDAC's efforts over the past two years and will be distributed statewide in FY1993.

"You're at the forefront of school reform and restructuring, and it must be wonderful to know you were doing it right. You are, in fact, becoming the teacher role models for teacher educators," *said Colleen Mahoney, State Board of Education president, to some 900 educators, business and industry representatives and government leaders attending the Vocational Educators Summer Conference August 4-8 at the Red Lion Inn-Riverside, Boise.*

Summer Conference

Summer Conference FY1991 provided opportunities for vocational educators and administrators to grow professionally.

More than 900 educators, business and industry representatives and government leaders attended the Vocational Educators Summer Conference August 4-8 at the Red Lion Inn-Riverside, Boise.

The conference featured three keynote speakers: Dr. Lowell Catlett, professor of Agriculture and Business at New Mexico State University; William Maroni, research specialist to Ira C. Magaziner, president of SJS Inc.; and Guy Dowd, National Teacher of the Year, 1986-1987 and language teacher from Brainerd, Minnesota.

General sessions, mini workshops, business meetings, and social activities emphasized the conference theme, "Vocational Education: Classroom of the Future. Dynamic Program for a Diverse People".

SDVE and the Idaho Vocational Association's 1991 awards to vocational educators highlighted the conference.

The following SDVE awards were presented:

— The **Farm Business Management Program** at **Idaho State University** was given the Postsecondary Program of Training Award. Program manager Ralph Jones and Dr. Richard Johnson, Dean, were recognized.

— The **Sho-Ban Welding Program** at **Idaho State University**. Program manager Randy Humpherys accepted the Postsecondary Short-Term Training Program Award.

— **The Child Care Center** at the **College of Southern Idaho** earned the Postsecondary Program of Service Award. Program manager Mary Hopkins and Dr. Orval L. Bradley, dean, were recognized.

— The **Fish and Wildlife Science** Program in the **Boise School District** received the Secondary Program of Study and Training Award. David Milton, program instructor, accepted the award. Del Burke, principal, Career Education was recognized.

— The Secondary Program of Service Award went to the **Teen Parenting Program** at **Idaho Falls School District**. Ruth Ann Zaugg, program manager, accepted the award. Michele Hansen, vocational coordinator, was also recognized for her help.

— An Honorable Mention Award was given to the **Practical Nursing Program** at the **College of Southern Idaho** and was accepted by instructors Helen Hammond and Geraldine Curry. Karine Siplon, program director, and Dr. Orval Bradley, Dean, were also recognized.

— Rick Waitley, executive secretary of **Food Producers of Idaho**, Inc. accepted a Special Recognition Award. Food Producers of Idaho, Inc. adopted SDVE's budget package as part of their legislative agenda and successfully lobbied for replacement of federal vocational funds with state money.

IVA president Gaylen Smyer presented the following Idaho Vocational Association awards:

— **Todd Schwarz**, a drafting technology instructor at the College of Southern Idaho, received the New Professional Vocational Education Teacher Award.

— **Blaine Stevens** was awarded the Vocational Education Recognition Award for his service on the Idaho State Council on Vocational Education and for his effective and consistent support of partnerships between business/industry and vocational technical education.

— **Deneise Crace**, of the Meridian School District, received the Professional Vocational Educator Meritorious Award for her strong support of vocational education, her commitment to working with special needs students and her professionalism throughout 22 years.

— **Karyl Myers** of the College of Southern Idaho was awarded the Vocational Counselor/Career Educator Award. She was recognized for her counseling activities with the General Motors ASEP program, her 15 years of service to vocational education, and for the workshops she presented for the Special Needs Division.

— **Keith Hyatt** was named IVA Teacher of the Year and was honored for his 23 years of membership and service to the IVA. An agriculture teacher at Payette High School, Hyatt is an active vocational educator, twice president of the IVATA (Idaho Vocational Agriculture Teachers Association), an 11-year IVATA Board of Directors member, a committee member of the National Infusion of International Agriculture in the Agriculture Education Curriculum, and a member of the Payette County Agriculture Planning and Zoning Commission.

— The State Council for Vocational Education presented a Special Recognition Award to Eastern Idaho Technical College Advisory Committee and its chair, **Representative John Sessions.** Sessions wrote and sponsored the bill which created EITC. He was recognized for his commitment to building the college into the outstanding vocational institution it is today.

Alex Creek, Chairman, State Council on Vocational Education (right) presents award to Representative John Sessions (left).

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LEGISLATION AND COORDINATION ACTIVITIES

Massive changes in federal legislation of the Carl D. Perkins Vocational and Applied Technology Education Act and vigorous coordination efforts of the vocational-technical system and other programs/agencies took place during FY1991.

The Carl D. Perkins Vocational and Applied Technology Education Act

Effective July 1991, the Carl D. Perkins Vocational and Applied Technology Education Act changed the way funds are distributed to schools and how those funds are to be used. The Perkins Act directs federal funds to schools serving concentrated numbers of economically disadvantaged and handicapped students, and transfers to the State the responsibility of supporting regular vocational education programs that serve all students. The title of the new federal Act includes *Applied Technology*, which emphasizes the increased technological nature of vocational education today.

Federal Vocational Education funds provided "added cost" program-improvement monies for regular vocational education programs and grant awards for industrial technology programs in the secondary schools. Federal resources also offset instructional costs for short-term programs to upgrade and retrain adults and fund counseling/placement positions in the postsecondary institutions. In addition, federal funds supplemented consumer and homemaking programs, provide special programs and services for the disadvantaged and handicapped, support single parent/displaced homemaker programs, provide vocational services for the incarcerated and target activities to promote gender equity.

Major changes in the new Perkins Act for FY1992 include:

— Radically different funding formula will require funds to be distributed to schools according to: economic disadvantagement (70%); handicapping conditions (20%); and total enrollment in the district (10%). Schools qualifying for less than $15,000 will receive no funds unless the district is part of a vocational education consortium.

— Funds received by school districts must be used to provide new and improved vocational and applied technology education programs and services (including occupational counseling) for economically disadvantaged and handicapped students. Funds may not be used to support regular programs that schools offer for all students.

— Funds for adult retraining/upgrading will be eliminated. Currently these funds provide a substantial contribution to business and industry and the Idaho economy.

— Funding for Single Parent/Displaced Homemaker programs will be reduced.

Features of the new Act include: an emphasis on integration of vocational and academic education; secondary-postsecondary Tech Prep programs (four-year technical programs for grades 11,12,13, and 14); improvement of occupational counseling; and measurement of student achievement in vocational and applied technology programs.

The new Act continues to fund, with little change, consumer and homemaking education, programs for the incarcerated, and community-based organizations.

Another feature of the new Act was the establishment of a **Committee of Practitioners**. The Idaho State Board of Education appointed the committee to review and approve: (1) the development of standards and measures for secondary and postsecondary vocational education, and (2) any proposed regulations related to Carl Perkins legislation. Committee members include local recipient administrators (including higher education), parents, teachers, students, and members of local boards. The majority of the members are from Local Education Agencies (LEAs).

Coordination Efforts

Vocational Education promoted coordination and joint planning among appropriate agencies.

In FY1991, Vocational Education strived to: develop policies and provide leadership to foster joint planning and coordination at the local level; designate appropriate staff to act as liaisons with other agencies and programs; participate on appropriate state level committees; share plans, information and staff development with appropriate agencies and programs; and provide technical assistance pertaining to vocational education to other entities.

In 1990 SDVE joined the National CBO Consortium and introduced a statewide initiative to increase Hispanic student participation in vocational education. Three CBOs -- The Southwest Idaho Private Industry Council, the Idaho Migrant Council, and the Center for Employment Training, joined with Vocational Education to implement projects aimed at increasing Hispanic student participation in vocational education programs.

Committee of Practitioners

Ms. Jenni Bennett
Student
Camas County High
Fairfield,Idaho

Ms. Michele Hansen
Vocational Coordinator
School District no.91
Idaho Falls, Idaho

Ms. Myrna McDaniel
Coordinator
Center for New
Directions
Boise State University
Boise, Idaho

Dr. John Mundt
Vocational Teacher-
Educator
Univerisity of Idaho
Boise Center
Boise, Idaho

Ms. Vickie Simmons
Director Pupil Personnel
Boise District no. 1
Boise, Idaho 83702

Dr. Orval Bradley
Dean
School of Vocational-
Technical Education
College of Southern
Idaho
Twin Falls, Idaho

Mr. Tom Johnson
Instructor
Alternative High School
Coeur d'Alene, Idaho

Mr. Dave Kreuger
Instructor
Buhl High School
Buhl, Idaho

Dr. Carole McWilliam
Principal
Pocatello High School
Pocatello, Idaho

Ms. Margaret Phelps
Adult/Postsecondary
Coordinator
School of Applied
Technology
Idaho State University
Pocatello, Idaho

Mr. Tito Villanueva
Area Manager
Idaho Migrant Council
Payette, Idaho

Mr. Clinton Glover
Instructor
School of Technology
Lewis-Clark State
Lewiston, Idaho

Mr. Norman Keesler
Director, Canyon
Owyhee School Service
Agency
Caldwell, Idaho

Mr. Robert Lanting
Chairman, Board of
Trustees
Twin Falls, Idaho

Mr. Larry Manly
Superintendent
School District 232
Wendell, Idaho

Mr. Bryan Samuels
Assistant Principal
Lapwai High School
Lapwai, Idaho

FUNDING:

Funding

The State of Idaho provides the majority of financial support to vocational education. In recent years, the State has provided about 80 percent of the appropriated funds for vocational education with 20 percent coming from the federal level. These percentages do not include local contributions.

State and federal appropriated funds provide the basic infrastructure for the delivery of vocational-technical education programs in Idaho

Federal funds under the former Carl Perkins II act were primarily targeted for service to special needs groups (57 percent) and for program improvement (43 percent). Federally targeted groups included: disadvantaged, handicapped, the incarcerated, adults in need of special retraining, students in programs nontraditional for their gender. Additionally, limited funds are provided for consumer homemaking programs and increased vocational services through community-based organizations.

Secondary programs are supported primarily through local and state foundation program resources.

Vocational Education funds are intended to be a supplement for the "added cost" of operating a vocational program. In FY1991 Vocational Education provided approximately one-third of the added cost. These supplemental funds pay for program improvements, enhancements, and modernization of existing programs or may be used to expand or initiate new programs.

Postsecondary programs are fully supported for instructional costs through the Vocational Education state appropriation. Local taxes and student fees, even at the community colleges, are not intended as a source of revenue for instructional costs of programs. Fees and local taxes help cover the costs of maintaining and operating facilities, grounds and related overhead. Consequently, fees and tuition assessed students do not contribute to the support of the instructional programs.

Short-term training programs receive little support from state and federal appropriations for Vocational Education. These programs are primarily funded by user fees, employer contributions or outside sources.

STUDENT ENROLLMENT:

Secondary

At the secondary level, 40,365 students took vocational courses in the following areas: Agriculture science and technology; business education; consumer homemaking education; occupational home economics; health occupations education; industrial technology education; marketing education; multi-occupations education; and trade, industrial and technical education. Some duplication may have occurred in this count, as students may have been enrolled in more than one program during the year.

Postsecondary

The postsecondary enrollment of 4,964 students includes the unduplicated number of part-time and full-time students enrolled in postsecondary preparatory programs.

Short-term training

Short-term training adult enrollment for FY1991 was 29,395. Since enrollment is determined on a class basis, and adults may sign up for more than one class, the total may include duplicate counts. Included in the total are 1,827 hazardous materials emergency first-responders and 3,230 firefighters.

Single parent/displaced homemaker

FY1991 enrollment by single parent/displaced homemakers was 3,329.

	Secondary	Postsecondary	Short-Term Training	Total
Agriculture	5,938	418	197	6,553
Business	11,481	1291	7,316	20,088
Health	207	336	3,085	3,628
Consumer HomeEc	14,222	0	890	15,112
Occupational HomeEc	291	184	1,755	2,230
Marketing	1,085	427	3,485	4,997
Industrial Technology	1,846	0	118	1,964
Trade & Industry	4,520	1,498	6,904	12,922
Technical	0	710	588	1,298
Multi-Occupations	118	0	0	118
Special Needs [1]	657	100pre-voc	0	757
	40,365	4,964[2]	24,338[2]	69,667

[1] Separate, stand-alone programs.
[2] Includes enrollment funded from sources other than appropriated funds.

FY1991 Enrollments for vocational secondary, postsecondary, and short-term adult programs.

Support Groups:

Idaho Council on Vocational Education (SCOVE)

The primary role of the Idaho Council on Vocational Education is to advise and evaluate the effectiveness of vocational education and JTPA. The thirteen-member council is appointed by the Governor in keeping the federal statute.

The Council publishes an annual report and makes yearly recommendations to the State Board for Vocational Education, the Governor, the State Legislature, the business and industrial community, and the general public.

Vocational Education Foundation

The Idaho Vocational-Techniction Foundation was established in October, 1983 as a non-profit corporation for the purpose of stimulating and promoting the best interests of vocational-technical education in Idaho.

The Foundation solicited, received, and administered scholarships from a number of sources; provided technical upgrading opportunities for instructors through technical workshops and summer industry employment programs; and acted as a liaison between industry and schools to expedite the transfer of surplus equipment for use in training students.

Image Building:

Invest in Success

The Statewide Vocational Education public relations campaign for FY1991 was *Invest in Success*. The purpose of the campaign was to: (1) educate students entering high school about opportunities available through vocational education programs; (2) educate parents and others concerned with education about vocational education and the role it plays in our public schools; and (3) enhance the image of vocational education with the general public.

— More than 50,000 placemats/ posters promoting vocational education were distributed. Audio and video public service announcements were also distributed throughout the state.

DIVISION OF VOCATIONAL EDUCATION

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Ann Stephens ..... Associate Administrator
Kirk Dennis ..... Chief Fiscal Officer
Michael Rush ..... Director, Research
Larry Lannigan ..... Director, Federal Projects
Dick Winn ..... Director, Short-Term Training

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Janet Bowers ..... Supervisor, Home Economics Education
Devere Burton ..... Supervisor, Agriculture Science & Technology Education
Sam Byrd ..... Coordinator, Special Populations
Robert Campbell ..... Supervisor, Industrial Technology Education
David Dean ..... Coordinator, Professional Development
Don Eshelby ..... Director, Program Services
Tommy Floyd ..... Coordinator, Fire Service Training, SDVE Eastern Idaho Office, ISU campus
Clare Harkins ..... Director, Fire Service Training
Dan Petersen ..... Supervisor, Business and Office Education
Roger Sathre ..... Supervisor, Marketing Education
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Sho Ueda ..... Supervisor, Trade, Industrial & Tech. Education
Dorothy Witmer ..... Supervisor, Health Occupations Education

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Chris Latter ..... Vocational Information Specialist
Josie Chancey ..... Grants Management Officer
Gerry Hostetler ..... Network Specialist

IDAHO CAREER INFORMATION SYSTEM/SOICC

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Penny Kresge ..... Coordinator, User Services
Greg Stitt ..... Manager, Delivery Systems
Terry Mocettini ..... Information Analyst
Dave Porter ..... Information Analyst
Jeannie Sabotka-Tilley .... Office Manager

With special thanks to College of Southern Idaho for supplying the majority of photographs used in this report.

Postsecondary Vocational-Technical Institutions

School of Applied Technology
Boise State University
Boise:(83725)
Tom MacGregor, Acting Dean
Telephone: 385-1508

School of Vocational-Technical Education
College of Southern Idaho
Twin Falls: (83303)
Dr. Orval L. Bradley, Dean
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Eastern Idaho Technical College
1600 South 2500 East
Idaho Falls (83404)
Dr. Grace Guemple, Director
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School of Applied Technology
Idaho State University
Pocatello: (83209)
Dr. Richard A. Johnson, Dean
Telephone: 236-2507

School of Technology
Lewis-Clark State College
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School of Vocational-Technical Education
North Idaho College
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